DOCUMENT RESUME

ED 197 288 CS 005 815

AUTHOR Pinette, Clayton, Ed.; And Others
TITLE Forum for Reading: The Journal for College Reading Improvement. Volume 12, No. 1.
PUB DATE Dec 80
NOTE 58p.; Published by the Special Interest Group of the International Reading Association.
JOURNAL CIT Forum for Reading; v12 n1 Dec 1980

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS College Science; Community Colleges; Content Area Reading; *Developmental Studies Programs; Higher Education; Reading Centers; Reading Diagnosis; *Reading Improvement; *Reading Programs; *Remedial Programs; *Remedial Reading; *Science Education; Study Skills

ABSTRACT

Sponsored by a special interest group of the International Reading Association, the focus of this journal issue is on college reading improvement. Chapter titles include "College Level Developmental Reading and Study Skills Programs: Survey Report and Overview"; "Providing Assistance to College Science Teachers"; "Sitting in on Doctors Pompous and Practical: A Parody"; "Diagnostic Strategies for the Unique Learner"; "The Developmental Studies Laboratory: An Integral Part of the Community College"; and "The Development of a Postsecondary Reading Program--Some Ideas." (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FORUM FOR READING

The Journal for College Reading Improvement

(Special Interest Group/International Reading Association)

Volume 12, No. 1 December 1980

The Forum For Reading is published twice a year, November and April. Manuscripts, reviews and other materials of interest to teachers of reading on the college level are solicited for consideration. Two copies should be sent to:

Developmental Studies Center
Eastport Hall
Bangor Community College
Bangor, ME 04401

EDITORS OF THE FORUM FOR READING:

Clayton Pinette
Bangor Community College

Kent Smith
Bangor Community College

Leatrice Emeruwa
Cuyahoga Community College

EDITORIAL REVIEW BOARD:

Kathy Carpenter
Kearney State College

Freda McClean
Cincinnati, Ohio

Martha Thompson
Vincennes University

Eloise Warming
Eastern Kentucky University

ED197288

CS005815

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Clayton Pinette

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

	Page
SIG Officers	1
Information About SIG Officers	2
College Level Developmental Reading and Study Skills Programs: Survey Report and Overview Sylvia S. Rosen	3
Providing Assistance to College Science Teachers Lloyd Barrow	13
Sitting in on Doctors Pompous and Practical: A Parody Kent Smith	18
Diagnostic Strategies for the Unique Learner Alice M. Scales	28
The Developmental Studies Laboratory: An Integral Part of the Community College Rose Austin	36
Where Are Your Glasses?! Elaine Sherman	42
The Development of a Postsecondary Reading Program--Some Ideas Rona F. Flippo	44
Author Profiles	54

Special Interest Group of the International Reading Association: College Reading Improvement

OFFICERS:

President - Faye Curran
Miami University
(Toledo, Ohio)

Secretary - Mary Bellg
University of Toledo

Treasurer - Janelle Lang
Owens Technical College

President-Elect - Florence Schale
Northwestern University

INFORMATION ABOUT S.I.G. OFFICERS

Faye Curran, who is Coordinator of Developmental Education at Miami University in Middletown, Ohio, is the President of the S.I.G./College Reading Improvement. Faye, who has taught on all levels, is currently directing the reading tutorial program on her campus as well as teaching support classes and pre-college courses. She is completing a Ph.D. program in curriculum and numbers jogging and community work among her favorite activities.

Mary Bellg is the Secretary of S.I.G. Mary is Professor of General Studies at the University of Toledo where she has taught for the past seventeen years. She enjoys all types of sports, including swimming, tennis, fishing, and cross-country skiing.

Janell Lang serves as the S.I.G. Treasurer. Janell is the Associate Dean of the General Education Division at Owens Technical College in Toledo, Ohio. In her spare time, Janell enjoys photography and playing bridge.

Florence Schale is the President-Elect of S.I.G. Florence has been Director of Reading and Learning Skills in the Division of Continuing Education at Northwestern University in Chicago for the past fifteen years. Florence, who has a Ph.D. from the University of Chicago, is an enthusiastic traveler and bicyclist.

COLLEGE LEVEL DEVELOPMENTAL READING AND STUDY SKILLS PROGRAMS: SURVEY REPORT AND OVERVIEW

Sylvia S. Rosen
American International College

A number of factors have contributed to the swell of under-qualified students presently in colleges. Frequently cited are such factors as the deemphasis of training in basic skills on the elementary and secondary levels, the hunger for "bodies" in colleges, resulting in generally lowered admission standards, and the pressure for equal opportunity in education which has produced the open door policy, allowing admission to the lowest third of high school graduates.

Many colleges and universities are responding to students' academic needs with remedial assistance. To secure a model of current college-level developmental reading and study skills programs, the writer designed a ten-question survey sheet, which was sent to 50 state-supported and 50 private four year colleges and universities located throughout the United States. The questionnaire was also published in the April, 1980 issue of Forum For Reading. Surveyed schools varied in size from 1000 population to over 10,000, and encompassed non-competitive through very competitive admissions policies.

A variety of models emerged from the responses. Of the forty respondents, thirty-four are state supported and six are private

schools. No conclusion may be drawn from this, but conjecture suggests that the state supported institutions are more easily able to fund the programs, or perhaps that their open enrollment policies create the greater need.

Programs Offered

Some respondent schools offer both remedial and developmental reading programs. Where only one program was listed, it was in all but one case called "developmental." It is important to note that this may be a matter of terminology, and it is not at all certain that there is a clear definition of terms. Cross points out that "developmental is frequently used as a euphemism for remedial in a dim awareness that developmental education is the more enlightened terms to use."[1]

Thirty-five schools surveyed offer general study skills courses. Seventeen reported content area assistance. Writing courses were reported by twenty-three schools. While eleven schools listed mathematics remediation courses, others indicated that the Math Department had its own assistance lab. Other courses mentioned included Speed Reading, Technical Reading, Test-taking, Oral Communications, Spelling and Vocabulary. Motivation and Anxiety Management seminars were cited twice.

Selection for Attendance

The decision as to who must attend remedial or developmental classes is made in numerous ways by our respondents. Dean, counselor or faculty referrals were mentioned with greatest frequency. Five respondents require students

with low SAT verbal scores (between 400 and 500) to register for remediation. Other testing instruments being used by respondents include ACT (American College Test), BSE (Basic Skills Evaluation) Test in Reading, CAT (California Achievement Test), CUNY Competency Test (New York State), McGraw Hill Basic Skills Tests, RFU (Reading for Understanding) Test. Oscar Buros' Mental Measurements Yearbook, 8th Edition, is the current reference for a description of testing materials.

Artley, who studied 142 University of Missouri freshmen to determine how closely their own perception of their reading correlated with test findings, concluded that a good way of determining students' needs is to ask them.[2]

In this connection Roueche reports that the Nowicki Strickland Locus of Control Scale, the Tennesse Self-Concept Test, and the Spielberger Anxiety Scale are frequently used to assign to the student responsibility for determining his own needs, as well as to determine the impact of the program upon the students. He cautions, however, that these should not be considered achievement tests, but rather as aids in determining need for intervention, and in the case of post-testing, as a measure for possible changes in assistance programs.

Selling the Courses

A number of schools advertise their programs to attract voluntary attendance. Merchant advises such devises as addressing regular classes, engaging the help of counselors,

utilizing all available media (video tape, students' newspapers, flyers, etc.), conducting tours of facilities, and inviting classes to observe the program in operation.[3]

Credit

Respondents reported that credit was generally offered for developmental courses while remedial courses were most often non-credit, as were seminars and labs. The question of credit or no credit is debated in the literature. Roueche states that credit represents an important "payoff" and improves students' motivation and attitude as it provides a sense of achievement.[4]

Cross maintains that degree credit should be granted for remedial courses. She counters the argument that granting credit for below college-level work cheapens college degrees with the defense that while it may "threaten institutional egos, it should not threaten the egos of educators whose task it is to help students learn."[5]

Texts and Materials

A great variety of texts and materials are used by respondents, in some cases too numerous for them to mention. A list of those cited in the survey responses will be sent to readers upon request.

Students' texts are most frequently used for content area assistance, it was reported, and staff developed materials are found to be eminently effective. John Langan's Reading and Study Skills, and Walter Pauk's How to Study in

College, considered a classic in the field, are both widely used and well-recommended.

Students Served

The number of students taking remedial and developmental courses varied greatly in relation to the size of the school population. Some of the universities with over 10,000 students reported surprisingly few "takers" for their assistance programs, one counting only forty per semester, while one university with a very competitive admissions policy reported 1000 students per year were taking advantage of its program.

Evaluation

While the question of evaluation was not included in this survey, it is a vital point to be considered in planning learning assistance programs. Roueche recommends program, staff and student evaluations which include the following data:

1. attrition/retention records;
2. grade point averages of the students;
3. analysis of both cognitive and affective changes in the student's skill patterns through the use of pre- and post-test results and self-concept/attitudinal assessment measures.[6]

Program Management

A number of respondents operate Learning Centers for the benefit of the whole school

population. Twenty-six respondents administer their programs through a separate division or Department of Reading and Study Skills. Four responses were submitted by a Department of Education. The literature supports the reasoning that reading and writing are part of and important to all content areas, hence a separate division for reading, with strong communication between it and all subject matter instructors, is the recommended structure.

Summary

The importance of providing reading and study skills assistance programs at the college level is confirmed by this study, in the opinion of the writer. While evaluation of existing programs by respondent schools has not been covered in this survey, responses convey enthusiasm for their work.

Certainly, at the very least, doing something is better than doing nothing, and at best, such programs can make the difference between success and failure for a percentage of the student population. Not only does this kind of assistance satisfy the lofty ideals of education for all, and of helping each individual grow to his or her full potential, but, to be pragmatic, it is also a means of increasing enrollment, and of retaining the full student body to graduation.

Philosophy and objectives must be clearly drawn before actual course planning can begin. No one format can be prescribed. Each school must evaluate its own needs based on the present student body and recruitment policy,

and must then provide firm administrative underpinnings in terms of financing and staff.

For greatest efficiency, the program would best be contained in a well-located Learning Center. Roueche points to the psychological advantage of such a setup which can serve the remedial students without the stigma of separation, while it may also be utilized by more able students who want to upgrade their skills.

Courses and labs in reading, writing, and general study skills should be available, as well as aid in mastering content area material. Other courses and seminars may be added as needs exist and funds allow.

Of course instructors must be competent in teaching the basic skills, but they should also be familiar with motivational techniques. Attitude is important as well. Instructors must be concerned for the high risk students, and enthusiastic about helping them.

While the quality of instruction is of prime importance, individual student counseling is also an integral part of the concept of holistic education. Identification of and aid in the resolution of non-scholastic problems may be an important factor in student success.

Peer tutoring, which was reported by some of the respondents, may be advantageous, but should never replace professional instruction.

Participation in developmental studies may be voluntary, by self-referral, or mandatory, based on test results. In any case, allowing

credit for the courses tends to raise their status with students and faculty.

Developmental education is no longer solely the task of the community colleges. It has become an established component of an increasing number of four-year colleges and universities where efforts are being directed toward serving the needs of all of their students. It represents a vital growth element among the many changes currently being instituted at the nation's campuses.

Footnotes

[1]K.P. Cross, Accent on Learning (San Francisco: Jossey-Bass, 1976, p. 31.

[2]Sterl A. Artley, Journal of Reading, 16, No. 4 (Jan. 1973) pp. 318-323.

[3]Dorothy Merchant, "Drumming Up Trade for College Reading Programs," Forum For Reading, 7, No. 1, (Nov. 1977) 12, 13.

[4]John E. Roueche and Suanne D. Roueche, Developmental Education (Georgia: Southern Education Board, 1977) P. 17.

[5]Cross, p. 44.

[6]Roueche and Roueche, p. 70.

Bibliography

Artley, Sterl A. Journal of Reading, 16, No. 4, (Jan. 1973) pp. 318-323.

Blake, W.S. "Study Skills Programs." Journal of Higher Education 26:97-99, 114; (1955).

Cross, K. Patricia. Accent on Learning. San Francisco: Jossey-Bass, 1976.

Cross, K. Patricia. Beyond The Open Door: New Students to Higher Education. San Francisco: Jossey-Bass, 1971.

Geis, Lynna and Carney, Myrna. "Reading Ability, College Grades, and Attrition: A Two-Year Study." Annual Meeting, National Reading Conf (28th) St. Petersburg Beach, Fla, Nov. 30-Dec. 2, 1978. EDRS 165/128; CS 004 630.

Pinette, Clayton. "Book Review," Forum For Reading, 9, No. 1 (Nov. 1978) p. ii.

Renner, Sigrid M. "College Reading Programs--What is 'Success'?" Forum For Reading, 11, No. 1 (Nov. 1979), p. 4.

Roueche, John E. and Snow, Jerry J. A Guide to Developmental Education in College. San Francisco: Jossey-Bass, Inc., 1977.

Roueche, John E. and Roueche, Suanne D. Developmental Education: A Primer for Program Development and Evaluation. Atlanta: Southern Regional Education Board, 1977.

Santeusanio, Richard P. "Book Review," Forum For Reading, 6, No. 2, (Apr. 1977), pp. 41-45.

PROVIDING ASSISTANCE TO COLLEGE SCIENCE TEACHERS

Lloyd Barrow
University of Maine
at Orono

College reading instructors can provide significant help to their colleagues; college science teachers, for example, often are unaware of the wide range of their students' reading abilities. Many science students success is inhibited by problems in reading the science textbook. College reading teachers, however, can provide specific help so that such problems can be overcome. Readability level assessments and informal reading tests come quickly to mind as means of providing useful information.

Because of the sophisticated vocabulary used in science, students often have more reading problems than they encounter with other disciplines. Many science terms are derived from Latin and Greek terms. Students should be given opportunities to discover the meaning of science roots, prefixes, and suffixes early in each science class. Students who understand terms such as "rostrum" will be able to break down words such as "curvirostrum" into component parts and derive the correct meaning. ("Rostrum" means beak, "curvi" refers to curved). Thus, "curvirostrum" means to have a curved beak. Zipko (1975) provides a list of prefixes and suffixes that are particularly useful to science students. It is recommended, therefore, that science teachers provide a general vocabulary list, including science

root words, prefixes, suffixes, and acronyms such as DNA can be identified as coming from the letters in the words deoxyribonucleic acid.

An additional first day procedure that science teachers can do is to conduct an informal science reading inventory (Herber, 1970). This inventory allows students to get acquainted with the organization of the textbook while completing the first reading assignment. The modified Herber inventory for college science textbooks could include such questions as the following:

1. Parts of the book:
   A. On what page would you find the chapter called _____ ?
   B. How are the chapters arranged?
   C. What sections of the book would you use to find the page reference on _____ ?
   D. How does the glossary define _____ ?

2. Vocabulary:
   A. Turn to page ___, how is the word _____ used by the author?
   B. Recall what the word _____ means?

3. Main ideas:
   A. What is a _____ ?
   B. Summarize the subheading on _____ .
   C. What are the similarities between the chapter introduction and summary?

4. Details:
   A. What is the definition of _____ ?
   B. What practical application to the law of _____ was mentioned?
   C. What factors contributed to the scientist _____ formulating the theory?

5. Illustrations:
   A. What was the cause and effect in Table ___ ?
   B. Why did the _____ happen found in Figure ___ ?
   C. Why is Figure ___ shown in cross-section?

6. Application:
   A. How can the scientific law of _____ be applied to our daily lives?
   B. What conclusions can you make about the laboratory on _____ ?

7. Scientific symbols; etc:
   A. What does the formula _____ stand for?
   B. What does the abbreviation _____ represent?
   C. What does the symbol _____ represent?

8. Laboratory concerns:
   A. What is the _____ step you do?
   B. What is the value of the constant _____ used in the formula?
   C. What was the mass of _____ ?

D. How does the laboratory manual relate to textbook?

In addition to vocabulary exercises and informal reading inventories, college reading teachers can help science teachers develop appropriate supplementary material. For example, Pikulski and Jones (1977) recommend that sentence structure, vocabulary, sequence of information, illustrations, and typographical design should be considered in developing student print material. For disabled readers, Craig (1977) recommends that print material should avoid polysyllabic words if possible, that proper names and specialized vocabulary should be underlined, that sentences should contain no more than ten words, that common terms be used as often as possible, that numbers should be written as numerals, and that simple sentence construction and present tense verbs be used when possible.

By providing assistance such as the preceding, reading instructors can help science teachers be more successful in their teaching.

References

Craig, L.C. "If its too Difficult for the Kids to Read: Rewrite it! Journal of Reading, 21:212-4, December, 1977.

Herber, H.L. Teaching Reading in Content Areas. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

Pikulski, J. Readiness for Reading: A Practical Approach. Language Arts, 55:192-7, February, 1978.

Zipko, S.J. Biology Minicourses and the School Team. Science Activities, 12(5): 14-8, September-October, 1975.

SITTING IN ON DOCTORS POMPOUS AND PRACTICAL: A PARODY

Kent Smith
Bangor Community College

During the annual Impromptu Reading Convention held recently in one of the leading cities of the East, a free-flowing discussion took place among these three panel members: Dr. Pomeroy Pompous, Director of the Developmental Education Clinic at Pieinthesky Community College; Dr. Patricia Practical, Professor of Developmental Studies at Commonsense Community College; and Ms. Cathy Curious, a graduate student in reading at a New England state university. Presented here are some of the more provocative remarks made by these panel participants.

Dr. Pompous: Yes, I, along with other reputable researchers, am convinced that the etiology of practically all college students' problems can be found if one concentrates upon neurological factors.

Ms. Curious: Are you serious, Doctor?

Dr. Pompous: Oh, yes, indeed! My research at my own clinic confirms that the one major cause of reading dysfunction is--

Dr. Practical: Stop! Stop! Stop! You are being completely ridiculous! To even suggest that there is <u>one</u> major cause for reading

problems is asinine...

Dr. Pompous: My dear Patricia, if you could only spend some time at my clinic! I could acquaint you with the diagnostic and therapeutic skills necessary to identify and to alleviate minimal brain damage problems like dyslexia and--

Dr. Practical: That's another thing that bugs me about a teacher like--

Dr. Pompous: I prefer to be called a professor!

Dr. Practical: Excuse me--a professor like you! Throwing around medical terms like "clinic" and "therapeutic" may make teachers...er, professors... like you feel more prestigious or whatever, but I think such terms may be harmful to students...they may get the feeling that there is something physically or mentally wrong with them and that is why they've had learning problems.

Ms. Curious: Hmmm...I never thought of that...

Dr. Pompous: Nonsense, Patricia! Why I need such terms to describe my professional work!

Ms. Curious: Please, Dr. Pompous, describe some of your professional work; for example, how do you assess a student's reading strengths and needs?

Dr. Pompous: You mean diagnose a student's reading capabilities? Well, my dear, I am so competent in this area that by simply having a college student read aloud I can quickly diagnose normalities and abnormalities and thus prescribe the proper treatment.

Ms. Curious: Now that's a claim I find most interesting, Dr. Pompous, particularly since Spache indicates that having a college student read orally as a means of assessing reading abilities is of little value.

Dr. Pompous: Whom did you say indicates that? "Space"?

Ms. Curious: No, Doctor, Spache...George Spache.

Dr. Pompous: Never heard of him. He's obviously an obscure person in the reading field.

Dr. Practical: You're unbelievable!

Ms. Curious: Uh...I wonder if either one of you, or both, would express an opinion on how much emphasis

should be placed on study skills in a college reading course.

Dr. Pompous: That's easy to answer--None! Absolutely none! Study skills have their place, naturally, but not in a reading course... they should be presented in a discrete course.

Dr. Practical: Dr. Pompous, you continue to amaze me! How do you reach such idiotic conclusions? Tell me---what do you call identifying main ideas...a reading skill or a study skill? Could be called either, couldn't it? And do you really believe that a study skill like note-taking should be ignored when you're trying to develop a student's ability to comprehend textbook material? Walter Pauk, to cite just one authority, believes that reading and study skills instruction should go hand in hand.

Dr. Pompous: Who was that? "Pox"?

Dr. Practical: Come now, Professor! Surely you've heard of Walter Pauk!

Dr. Pompous: Another nobody.

Ms. Curious: Ahh...perhaps we should move on to something else. Let's see..Oh, yes! I wanted to know if counseling plays much

of a role in your developmental education programs...Dr. Practical?

Dr. Practical: At Commonsense Community College, we think it is vital that prospective students receive counseling before deciding whether or not to enroll at our school. For example, we recognize that our resources for reading instruction are limited; we currently do not have the materials or personnel necessary to work with people who are illiterate. Therefore, we counsel such people to enroll in a local adult evening school operated by the public school department, where appropriate instruction can be obtained..., or we help them to make arrangements with Literacy Volunteers. For students with basic skills deficiencies, we counsel them to take a reduced academic load.

Dr. Pompous: Well, I never! Is that what you call counseling at Commonsense? I can assure you that I...er, we...know what counseling is all about at Pieinthesky! For one thing, we strongly counsel all applicants to enroll at our college! We can be successful with anybody! Why, after we test, diagnose, and prescribe

in the academic realm, we provide a lot of psychological services that our students really benefit from! We do things like group encounters, role-playing, and so forth. And that's not all! Oh, no! We do a lot of what I like to call "unstructured-structured" counseling. We do this by having coffee available in the clinic and laboratory at all times...this enables us to stand around with our students and just drink coffee and shoot the breeze. And how they love to talk to us! Why, they tell us that we're the only professors that really understand them. Our students appreciate the fact that we don't insist that they attend classes regularly or that we don't check to see if they are doing the work assigned. Just the other day I had a long "unstructured-structured" session with a fine young man. He hadn't attended any classes for three weeks. He said it was because his girl friend had left him, and he was in a real dither because this meant he'd now have to find a part-time job so that he could make his car payments; his girl friend had been working and making his payments for him. After I heard this story, I could have wept! I

really had to counsel him to make him feel that the world wasn't against him.

Ms. Curious: But do your students succeed academically once you have worked with them?

Dr. Pompous: Why of course they do, Cathy! No doubt about it!

Dr. Practical: How do you know?

Dr. Pompous: What?

Dr. Practical: I said, "How do you know?" How do you and your staff really know whether your students are having the roaring success you claim? As Roueche's and Snow's research reveals, most colleges are failing to evaluate their basic skills programs.

Dr. Pompous: Whose research? "Roach's" and "Slow's"? Wherever do you two get such names..."Space," "Pox," and now these two... Anyway, I don't need to formally evaluate my program. My expertise provides me with an instinct for such matters and my instinct, I'm happy to report, assures me that the developmental education program at Plainthesky Community College is first-rate in every respect!

Dr. Practical: That's so reassuring.

Comments

Well!!! The strong viewpoints expressed by our distinguished colleagues need little elaboration, but I would like to express some brief opinions on a few of the topics discussed.

One topic has to do with the nomenclature we use in basic skills instruction. I think Dr. Practical's objection to medical-sounding terms deserves some consideration; such terms may suggest to students that they are indeed the victims of some rare organically caused learning disability. (Even if some students are, it is unlikely that we would--or should--radically alter our instructional approaches for these students.) In addition, I think our use of words like "clinic" and "therapeutic" may make it appear as if we are attempting to legitimize our work by adopting a high falutin' vocabulary. At any rate, it is Ward's (1979) contention that we teachers involved in basic skills instruction need to come to some agreement about the terms we employ; I think he's right. (But whatever terms we come up with, Dr. Practical and I hope they are void of any medical connotations!)

Counseling was another topic bandied about that I'd also like to comment on. Frankly, I suspect that many of us need to get a handle on the role counseling plays in our basic skills programs. Our primary responsibility, it should be remembered, is to help students improve their basic academic skills, a responsibility we generally have only a semester or two to meet. We need, therefore,

to concentrate our efforts on instruction; we must resist surrendering instructional time for other activities--regardless of how well-intended. In our basic skills programs, therefore, I believe counseling should be limited generally to matters directly related to instructional concerns.

There are two other topics alluded to by the panelists that I would like to comment upon. One has to do with our instructional resources. Like Dr. Practical, we must recognize the parameters of what we have to offer. Many of us have had the experience of getting in over our heads with certain people who have come to us for help. We must guard against this by making sure we do not misrepresent either ourselves or our programs. Our colleagues, administrators, and potential students are entitled to know precisely what personnel, material, expertise, and time we have available to help meet the instructional needs of others.

The other topic has to do with evaluation. We, and all others to whom we are responsible, need to have hard data relating to our efforts. To gain this data means that we must regularly, systematically, and honestly assess what we are doing and how well we are doing it.

Finally, for those of you who might have been somewhat offended by the inclusion of a paraody in this journal, I apologize. I trust, however, that at least a few of you found it enjoyable as well as helpful to have some of our professional concerns spotlighted in a different way.

References

Pauk, Walter, How to Study in College. Boston: Houghton Mifflin, 1974.

Roueche, John E. and Jerry J. Snow, Overcoming Learning Problems. San Francisco: Jossey-Bass Publishers, 1977.

Spache, George D., Diagnosing and Correcting Reading Disabilities. Boston: Allyn and Bacon, 1976.

Ward, Ben, "Learning Lab...Center...Clinic? or What's In a Name?", Journal of Developmental and Remedial Education, Vol. 2, No. 3 (1979), 4-6.

DIAGNOSTIC STRATEGIES FOR THE UNIQUE LEARNER

Alice M. Scales
University of Pittsburgh

Assessment

Awareness of the uniqueness among learners is commonplace only when we recognize learners as individuals. Instructors should realize that students' learning characteristics will vary according to background and experiences. These differences as well as total learning behaviors are the elements that must be observed during diagnosis.

Since the purpose for diagnosis is uncovering the strengths and needs of learners, observations will be made about particular techniques for determining appropriate diagnostic methods within an instructional setting.

For instructors to function appropriately in an instructional setting, they should be knowledgeable about the tools of diagnosis, including the (1) cataloging of personal data, (2) assessing reading/learning skills through informal and formal measures, and (3) conferencing between instructor and learner.

The first tool, cataloging of personal data, is a rich source of information that deserves careful attention. Methods of cataloging personal data are numerous. For example, the instructor may ask the learner to talk about "how he learns from the printed page." From this assortment of information

the instructor may sift through and make decisions about the usability of some or all of the information for instructional purposes. Second, the instructor could devise specific questions based on the type of personal data needed from the learner and ask the learner those questions, and then have him respond orally to those questions in an uninterrupted manner. Third, the instructor could give the learner written questions or open-ended statements dealing with reading/learning behavior and request that the learner write responses to the statements. A "Personal Data Form" such as the one designed by Scales (1978) is appropriate for the above suggested methods. The Form has nine items ranging from interests to commitments. Specifically, it directs instructors and learners to: (a) pay attention to primary interests and experiences, (b) recognize why wanting to learn to read better is important, (c) think about reasons for personal inability to read better, (d) list the kinds of materials that must be read, and (f) commit self to appropriate time periods so that improvements in learning strategies will occur.

Once learners have some insight into their learning behaviors, they may better begin to understand their reading behavior through formal and informal diagnostic reading measures/tests. Data collected through such measures are vital to fully understanding learners' diagnostic profiles.

Instructors are charged with the responsibility of selecting as well as devising appropriate diagnostic measures for their learners (Scales and Biggs 1977). There are a

number of formal and informal measures available for diagnostic purposes. To aid with the selection process of appropriate diagnostic measures, the "Criteria for Measures Analysis" (Scales 1978) form is one suggested source that has proven to be an effective guide for formal measures analysis. If instructors choose to use the form, they will be directed to observe such measure elements as: reliability, validity, items structure, abilities measured, strengths, weaknesses, reviewers' analyses and usability for particular learners.

Informal measures are considerably more sensitive to individual needs than formal measures. Therefore, instructors are urged to devise and use informal measures whenever possible. Such measures as the Cloze Procedure (Taylor 1953), Reading Miscue Inventory (Goodman and Burke 1979), Informal Assessment Inventory (Scales 1978) and informal reading inventories can be used to gather important data about learner's reading behavior.

Several experts recommend the cloze procedure as an informal measure. Taylor (1953), Rankin (1979) and other proposed the traditional 5th, 8th or 10th word deletion pattern from selected reading passages within textbooks. Biggs' (1977) research moved beyond the traditional and found that by integrating introspection and retrospection into cloze, learners would be able to learn more about their reading behavior. For example, introspection in cloze would demand that learners talk with their instructors about the passage being read after each written response while retrospection would demand that they talk with their instructors about the passage read after completing the passage.

Another informal measure is the Reading Miscue Inventory (RMI). It "examines the way in which both language processes and thought processes function in the reading act" (Goodman and Burke 1970). Knowing how these processes function will facilitate the understanding of the printed page for many. When learners recognize that their language does or does not differ from the printed page, that they can make sense and/or predict the message from the printed page; then they are recognizing some of their reading behaviors. The RMI assists learners in understanding this behavior.

Similar to the RMI and the Informal Reading Inventory (IRI) is the Informal Assessment Inventory (IAI). While the oral reading section of the IRI generally requires five limited steps to approximate a learner's reading level, the IAI expands those steps to include the application of miscue information and uses that information to help explain reading behavior. More specifically, (1) materials to be read are selected from a variety of areas in lieu of one area; (2) criteria for understanding the material read are devised through not only questions, as in the IRI, but also through creative ways of demonstrating the understanding of the printed page; (3) coded deviations from the printed page in an IAI are observed as miscues while coded deviations in an IRI are observed as errors; (4) learners show understanding of printed page by responding to such selected criteria as retelling, manipulating material and questioning; finally (5) instructors quantitatively and qualitatively evaluate learners miscues then estimate the manner in which the reading process functioned (Scales 1978),

whereas, in the IRI, a reading level would be approximated based on the coded errors.

In conclusion, a number of techniques are available to instructors for diagnosing reading abilities of learners. However, caution must be exercised in devising as well as selecting the more appropriate measures for gathering and interpreting data to make decisions about learners' reading behavior. If instructors are going to be very sensitive to the needs of learners, then, they will have to equip themselves with tools that will allow and encourage an almost unquestionable diagnostic instructional session with their learners. Following is a step-by-step process that may be utilized for diagnosing and instructing learners.

Process

Following are some guidelines for instructors to use as they organize for working through diagnostic instructional sessions with their learners.

1. Develop rationale.
2. Gather and prepare needed materials.
3. Establish rapport with learners through conferencing.
4. Determine interests, E.G., use interest inventories and information gathered during the conference.
5. Write suggested hypotheses.
6. Administer formal measures and interpret data.
7. Administer informal measures (include miscue analysis data),

interpret data and contrast with formal data.

8. Compute reading potential and recognize its limitation (use at least two formulas).
9. Rethink earlier stated hypotheses; revise, rewrite, reject, confirm and/or write new hypotheses.
10. Determine strengths from formal and informal data. Present that data under appropriate categories, e.g., language structure, word identification, comprehension, interests.
11. Determine needs from formal and informal data. Present that data under appropriate categories, e.g., language structure, word identification, comprehension, interests.
12. Indicate whether hypotheses were confirmed or rejected. Talk about each hypothesis separately.
13. Establish teaching goals.
14. Write lesson plans or teaching strategies.
15. Teach lessons.
16. Evaluate lessons.
17. Rethink hypotheses and generate others.
18. Continue to assess, plan, teach, assess, plan, teach, and so on.

Learners should accept some of the responsibility for their learning. Following are some suggested guidelines for learners.

1. Share personal data about learning behavior with instructors.

2. Work through selected diagnostic measures according to instructor's directions.
3. Review information from items 1 and 2 with instructor.
4. Identify reading strengths and needs with instructor.
5. Work through lessons with instructor.
6. Submit completed work to instructor for evaluation.
7. Keep record of progress from each lesson (Scales and Biggs 1977).
8. Review record of progress from prior lesson before beginning next lesson.

This process is one that can be utilized easily by instructors with the assurance that they will be operating within the confines of a diagnostic environment. Learners must be closely observed by instructors. Again, this process will assure that observance.

References

Biggs, Shirley A. Clinical diagnosis of comprehension strategies: a case study. (Ed.D. Dissertation, University of Pittsburgh, 1977.)

Goodman, Yetta M. and Burke, Carolyn L. Reading Miscue Inventory Manual. New York: McMillan Publishing Co. Inc., 1972.

Rankin, Earl F. An interview...on the cloze procedure. In A.M. Scales and J.D. Peebles (Eds.) Reading and Writing: Concepts for Teaching and Learning. Pittsburgh: School of Education, University of Pittsburgh, 1979.

Scales, Alice M. An assessment-prescriptive-instructional packet for older learners. U.S., Educational Resources Information Center, ERIC Document ED 153 181, 1978.

Scales, Alice M. and Biggs, Shirley A. College reading and study skills: an assessment-prescriptive model. In O. Clapp (Chair) Classroom Practices in Teaching English 1977-1978: Teaching the Basics-Really. NCTE, 1977.

Taylor, W.L. Cloze procedures: A new tool for measuring readability. Journalism Quarterly, 1953, 30.

THE DEVELOPMENTAL STUDIES LABORATORY: AN INTEGRAL PART OF THE COMMUNITY COLLEGE

Rose Austin
North Harris County College

What is the function of a developmental studies laboratory? Many educators feel that it exists primarily to serve students in developmental studies courses for help with academic weaknesses. But shouldn't it also serve the entire student body? A few community colleges are starting to answer YES to that question.

Through the involvement of the whole faculty, the Developmental Studies Laboratory at North Harris County College in Houston does serve the entire student body. Both students who are enrolled in regular developmental studies courses and students who are not use the Developmental Studies Laboratory. Instructors utilize it too; it is an integral part of the college.

The Developmental Studies Laboratory and Developmental Studies Students

The Developmental Studies Division at North Harris County College offers coursework in four disciplines:

1. developmental reading
2. developmental writing
3. study skills
4. mathematics

Students who are enrolled in these classes use materials in the Developmental Studies

Laboratory regularly to complete various assignments or to learn or improve various skills.

After their instructors diagnose their deficiencies, the instructors design a plan of study for them. Students work in the laboratory until they have overcome their deficiencies. Many of the students who are enrolled in developmental studies courses are also enrolled in other college courses. They use materials in the laboratory to aid them in completing such assignments as term papers, book reports, and critical essays.

Consider the case of Mary Johnson, a freshman, enrolled in a developmental reading class at North Harris. She spends a couple of hours each week in the Developmental Studies Laboratory reinforcing reading skills. During these assigned laboratory sessions, Mary has found materials on writing, study skills, mathematics, and content-area subjects which have been helpful in her non-developmental course work. This material is especially helpful to Mary in her history course where she is experiencing the greatest difficulty. Mary has found an additional benefit of the laboratory by working with tutors to help her with her history assignments.

The Developmental Studies Laboratory and Non-Developmental Studies Students

At North Harris there are practically as many students who visit the Developmental Studies Laboratory who <u>are not</u> enrolled in developmental studies courses as there are students who visit the laboratory who <u>are</u> enrolled in developmental studies courses. The Developmental Studies Laboratory allows them a

quick and effective way to locate materials pertinent to their needs.

Non-developmental studies students visit the laboratory to work on skills that their content area instructors have diagnosed as deficient. For example, Milton Thomas' English instructor has found that Milton has trouble with sentence fragments. Therefore, he has referred Milton to the Developmental Studies Laboratory to develop a plan of study which will help him overcome his skill deficiency. Like Mary Johnson, Milton has found that the materials in the laboratory were not only useful in reading and writing but also useful in his other content subjects.

In addition to the services provided above, the Developmental Studies Laboratory provides two other valuable services. It contains a support file where information is provided on various self-improvement skills. Many non-developmental studies students use these materials to help them write letters and resumes, prepare for interviews, and take exams. The laboratory also contains magazines and paperbacks available to students for recreational reading.

The Developmental Studies Laboratory and Instructors

Instructors of non-developmental studies courses frequent the Developmental Studies Laboratory to take inventory of the materials in their content areas so that they may be able to refer students to the laboratory. Additionally, they rely on materials on easier levels to provide their weaker students with

practice. Dr. Harper, for example, keeps track of the "easier to read" social studies-related study kits and books such as the Study Skills Library by Educational Development Laboratory (EDL), A Student's Guide to Social Studies by the St. Martins Press, and How to Read the Social Sciences by Scott, Foresman. Additionally, Dr. Harper visits the laboratory to read current issues of magazines such as Readers Digest and Newsweek that may contain articles relevant to his class discussion.

There is, however, a contrast in the use of the laboratory by developmental and non-developmental studies instructors. Developmental studies instructors use the laboratory to house a course of study for their students. Additionally, they use materials in the laboratory to make recommendations to non-developmental studies students who have been referred by their instructors and to non-developmental studies instructors about materials that exercise various skills. Many non-developmental studies instructors check out materials from the laboratory to use in preparing class lectures. Dr. Harper found that since many of the reading skills involved such skills as cause/effect relationships, fact/opinion, sequence, and propaganda, he could use these materials to teach skills in his social studies classes.

Promoting College-Wide Involvement

To promote visits to the Developmental Studies Laboratory by both students and instructors, the developmental studies staff sponsors a variety of activities. At the beginning of each semester, the developmental studies staff conducts inservice on various

services of the laboratory. The staff, additionally, invites instructors to bring their classes to the laboratory for guided tours. Periodically, the staff holds luncheon meetings with various departments to discuss ways in which the Developmental Studies Laboratory can best serve them. Posters listing laboratory hours, available tutors, and content-area materials contribute to the full utilization of the laboratory facilities.

Discussion and Conclusion

Presently, there are few community colleges where the Developmental Studies Laboratory or even the Developmental Studies Division is an integral part of the college and where instructors take an active part in students' reading problems (Ahrendt, 1975; Aron, 1978). Fortunately, the Developmental Studies Laboratory at North Harris County College is among the few. It does not exist to serve developmental studies students only, for that would limit the number of students it reached. Additionally, serving the developmental studies students only would limit the involvement of instructors, whose participation can make the difference between a struggling developmental studies program and a prosperous one (Currie, 1978).

References

Ahrendt, Kenneth M. Community College Reading Programs. Newark, Del. International Reading Association, 1975.

Aron, Helen. "A Community College Reading and Study Skills Program: What Is It, What Does It Do?" Journal of Reading, Vol. 22, No. 3 (December 1978), p. 234.

Currie, Sara R. "Referring Community College Students to the Reading Program." Journal of Reading, Vol. 21, No. 5 (February 1978), p. 409-410.

WHERE ARE YOUR GLASSES?!

Elaine Sherman
Jamaica Learning Center

Would you, without sneakers, run a marathon
race?
Would you, without make-up, show your pale
face?
Would you, without gear, in the ocean dive?
Would you, without brakes, a car start to
drive?
Then why, dear Jane, do you try to read,
Without the glasses, you so obviously need?!

I left them on my bed,
I'll wear my friend's instead,
Don't bug me, teacher dear,
If I hold the book quite near.

Would you, without tools, a car want to fix?
Would you, without flour, a cake start to mix?
Would you, without money, new jeans hope to
buy?
Would you, without lessons, a plane start to
fly?
Then why then, sweet Michael, at the pages you
squint?
It's your glasses you need to enlarge the small
print!

I dropped them in the street,
Brother broke them with his feet,
Squinting's really not so bad,
Am I not a handsome lad?

Would you, without sticks, attempt to play
hockey?
Would you, without horses, think of being a
jockey?
Would you, without skates, on the ice want to
slide?
Would you, without music, in your room ever
hide?

So why then, fair readers, will you not wear

Glasses, do you not care?

Pat and pet you've confused, so often you know,

Anger, frustration, I've felt them and so--

No longer, I'll ask your glasses to see,

To you, I'll hand this--and then I'll be free.

THE DEVELOPMENT OF A POSTSECONDARY READING PROGRAM--SOME IDEAS

Rona F. Flippo
Georgia State University

One reading program will not fit the needs of all postsecondary institutions. However, in this article I will discuss some of the components and developments of reading programs which should be general enough to be applicable to most college situations. I will also describe the program developed at the College of General Studies at the University of South Carolina, Columbia, S.C., as an example of an actual program developed utilizing some of the general ideas discussed.

Ahrendt (1975) fully describes the planning of an effective college reading program. He makes the important point that the development of such a program should be based upon reliable educational and psychological principles, and should involve the administration, the faculty, and the reading specialist in the planning process. Together this group must develop the philosophy, objectives, and procedures for the program. Once the needs of the student body have been assessed, the planning group will develop a program that should provide reading and/or study skill instruction to developmental and remedial readers.

The postsecondary reading program should provide this instruction by any method that achieves success within the framework of the philosophy and objectives developed by the

college planning group. Provisions must be made for a wide variety of materials with the skill instruction, difficulty levels, and content for a wide variety of student needs and interests. Instruction should be as specific as possible and prescribed according to the diagnosed needs of the individual students. Materials should be cataloged to specific skills, difficulty levels, and content areas for their most efficient and effective use.[1] Since improved comprehension should be the ultimate aim of all reading skill instruction, special care should be taken not to lose sight of the goal.

There are many important components in the development of a program. I will briefly discuss some I believe are the most crucial: [2]

The Center

The Center is the facility for implementing the program. When initial program planning begins, the selection of the Center affects decisions regarding staffing, materials, and methods. The Center should include staff offices, counseling and individual student workrooms, and a large area with many moveable individual carrels and some tables. The possibility for future expansion of the Center should be considered so that if other developmental skills such as writing and math were later added, there would be a way to expand. Care should be taken in planning the electrical system so that tape players and other hardware could be plugged into outlets all along the floor area of the Center. Many air/heat ducts should be evenly distributed throughout the Center. Portable wall partitions should be used rather than permanent walls separating

offices and the workrooms. Furniture arrangements can then be changed as needed.

The Staff

The staff must have the preparation and training necessary to work with a full continuum of reading/study skills abilities, from remedial to advanced. The staff must include one reading specialist with expertise in diagnosis and remediation and several paraprofessionals, tutors, or graduate assistants.

Testing, Diagnosis, and Prescription

It is necessary to use a diagnostic assessment to have sufficient knowledge of the reading strengths and weaknesses of students to make a valid prescription. Although a wide variety of assessments would be optimum, care should be taken not to overtest postsecondary students. Later observations, however, may reveal the need for further tests.

Materials and Methods

Criteria for using specific types of materials must include consideration of the staff using the materials, the objectives and the skill curriculum of the program, the students to be served, and the cost of materials. The method used depends on the philosophy of the program, needs of the students, and the space for the program. I like the eclectic approach, drawing from many sources to reach a student, rather than adopting a one-way approach. However, as previously mentioned, the size and facilities

of the Center often limit the possible approaches. It is most important that the materials and methods used give the student the experience of success and later an understanding of how these activities can relate to his class work while providing instruction according to the individual skill needs.

Resource Services

A reading program must also prove its worth to the college by offering resource services to the entire college faculty. The reading program instructor works with the content area instructors to help identify the various student needs in developing reading skills within the content area. The reading specialist can show faculty how to undercut their handouts to make them easier to read, can help construct group informal inventories within the content area, and can help the content teacher group his class according to the results of an informal reading inventory and guide him in selecting additional materials and methods to help teach certain students. Specific management systems can be designed to work with any individual faculty member's students or class for special needs. The reading specialist can develop materials to teach specific reading skills within a certain content area or college course by working with content area faculty.

Should the entire college faculty desire more extensive involvement with the Center, they might be given the option of a reduced course load in order to provide time for tutorial service in the complex. Faculty could place materials to supplement or to

repeat their class lectures. Emphasis could be placed on reading and study skill development within a particular content area. A program such as this one would call for a high priority commitment on the part of the administration and faculty of the college.

The College of General Studies' Developmental Center at the University of South Carolina began in 1978 as a center to facilitate the development of our students' reading and study skills. Plans are now underway for the addition of writing skills and math skills. To facilitate this development, we have put together a personalized diagnostic/prescriptive/counseling system (see Footnote 1). When a student comes to the Developmental Center, we test him to diagnose a need. We prescribe specific instruction and materials to match those needs. And we individually counsel and work with each student to facilitate the process.

The implications of the research on student retention have been used to put together a sound, organized program. The research shows that post-secondary student retention is most successful when students have a job in the college and a person working at the college who really cares about the student. Each student working in our Developmental Center has a graduate assistant assigned to him. The graduate assistant writes his student's notes each week concerning the student's work in the Developmental Center. The graduate assistant may also telephone his student when he/she does not return regularly to the Center. These procedures assist in showing the student that someone is interested. The graduate assistant has a minimum of

three individual counseling sessions with each of the students during the semester and encourages the students to ask for more individual attention in the Center

While we maintain close personal contact with each student as he or she works independently on his or her reading and study skills prescription, we also maintain close contact with the faculty member who refers the student to the Center. We want the student to see the relationship between his or her work in the Developmental Center and the class work as defined by his or her professor.

The research in developmental education, individualized instruction, and instructional theory has also been used in the planning and management of the Developmental Center. The cognitive-field theorists have learned that the personalized model of instruction supports certain types of cognitive learning. The personalized model emphasizes that students self-select materials and techniques, self-direct their activities and goals, and communicate with their instructors. The behavioristic theorists have learned that the prescriptive-diagnostic model of instruction supports certain types of cognitive learning. Students begin with materials at their reading level, follow a skills sequence, use reading lab materials, and follow a programmed prescription based on their skill needs. A survey of the literature and programs related to postsecondary reading contains examples of both types of individualized models. The attributes of both models are fully described by Aron (1978). Representative of individualized instruction based on prescriptive techniques include Wares (1972), Cox and Swalm (1973), Smith (1974),

Whittaker (1975), and Baratta (1975). Representative of individualized instruction based on personalized techniques are Dulin and Quealy (1971), Mahoney (1974), Henderson (1974), Fullilove (1977), and Normal (1978). The College of General Studies' Developmental Center makes use of both theories within the scope of developmental programs of reading.

Footnotes

[1]See unpublished dissertation by Rona Flippo for complete details.

[2]Ahrandt's book Community College Reading Programs (1975) should be consulted for complete information.

References

Ahrendt, K.M. Community college reading programs. Newark, Delaware: International Reading Association, 1975.

Aron, H. A community college reading and study skills program: what is it, what does it do? Journal of Reading, 1978, 22, 231-235.

Baratta, A.N. Skills remediation in reading for optional assignment pupils; school year 1974-75. Brooklyn, N.Y.: New York City Board of Education, 1975. (ERIC Document Reproduction Service No. ED 137 144)

Cox, G.L. and Swalm, J.E. A formalized diagnostic approach to study skills instruction for specially-admitted college freshmen. In P.L. Nacke (Ed.), Programs and practices for college reading (Vol. 2). Twenty-second Yearbook of the National Reading Conference. Boone, N.C.: National Reading Conference, 1973, 105-110.

Dulin, K.L., and Quealy, R.F. Diagnosis and prediction of reading performance at the adult level. In F.P. Greene (Ed.), Reading: the right to participate. Twentieth Yearbook of the National Reading Conference. Milwaukee: National Reading Conference, 1971, 53-59.

Flippo, R.F. Comparison of college students' reading gains in a developmental reading program using general and specific levels of diagnosis. Unpublished doctoral dissertation. University of Florida, 1979.

Fullilove, R.E., III. Research and remedial/developmental programs; new directions. Paper presented at the National Conference on Remedial/Developmental Studies in Post-Secondary Institutions in Chicago, Illinois, March, 1977. (ERIC Document Reproduction Service No. ED 149 270)

Henderson, M.A. Prescriptive and personalized teaching methods in community and junior college reading courses (Doctoral dissertation, University of Oklahoma, 1974). Dissertation Abstracts International, 1975, 35, 5778A. (University Microfilms No. 75-6524)

Mahoney, M.M. A comparison of three methods of teaching reading-study skills at the college level (Doctoral dissertation, Boston University School of Education, 1974). Dissertation Abstracts International, 1974, 35, 847A. (University Microfilms No. 74-17, 927)

Smith, B.D. The effect of differential diagnosis upon reading improvement for high risk junior college students (Doctoral dissertation, Georgia State University, 1974). Dissertation Abstracts International, 1975, 35, 4995A-4996A. (University Microfilms No. 74-23, 1978)

Wares, M.B. Use of the computer in individualizing remediation at Nashville State Technical Institute. In F.P. Greene (Ed.), College reading: problems and programs of junior and senior colleges (Vol. 2). Twenty-first Yearbook of the National Reading Conference. Boone, N.C.: National Reading Conference, 1972, 129-133.

Whittaker, J.W. An urban centered reading and study skills program. Paper presented at meeting of the Eighth Western College Reading Association in Anaheim, California, March, 1975. (ERIC Document Reproduction Service No. ED 105 437)

AUTHOR PROFILES

Rona Flippo, author of "The Development of a Postsecondary Reading Program--Some Ideas," has recently accepted a position as Assistant Professor of Reading at Georgia State University in Atlanta, Georgia. Previously, Rona was Director of the Developmental Center at the University of South Carolina. She lists among her hobbies Greek dancing, camping, and traveling.

The author of "Diagnostic Strategies for the Unique Learner" is Alice Scales, Associate Professor of Education at the University of Pittsburgh. Alice has done extensive traveling, including the Netherlands, Zambia, Kenya, and the Bahamas. In her spare time, she enjoys reading and swimming.

Rose Austin, Reading Specialist at North Harris County College in Houston, Texas, is the author of "The Developmental Studies Laboratory: An Integral Part of the Community College." Rose, who has been at her present position for four years, is also completing her doctorate in curriculum and instruction at the University of Houston. One of her favorite pastimes is antique collecting.

Lloyd Barrows wrote "Helping Students Read College Science Textbooks." Lloyd is Assistant Professor of Science Education at the University of Maine at Orono. His professional background includes nine years of teaching junior high science. Lloyd's Ph.D. is in Science Education from the University of Iowa. His hobbies include fossil collecting and golf.

Sylvia Rosen, author of "College Level Developmental Reading and Study Skills Programs: Survey Report and Overview," recently received her M.Ed. and reading specialist certificate from American International College in Springfield, Massachusetts. Sylvia has a variety of interests, including sculpting, amateur theater, and traveling.